 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:**Tori Penney **Lesson #: 5 Facet: Application**

**Grade Level: 9-12** **Numbers of Days: 3 Topic:** Rights

**PART I:**

**Objectives**

**Student will understand that** rights are very important and why, as well as how they are protected.

**Student will know** rights, protections, Miranda Warning, Warrants, Judge, Search and Seizure.

**Student will be able to do**  use their rights to protect themselves by simulating situations within their iMovie

**Product: iMovie**

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Grade Level Span: Grade 9-Diploma

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

Performance Indicators: a, b, c.

**Rationale**: Students will be researching and reporting on how to protect themselves by using their rights. This draws on both their knowledge of their government and also their knowledge of authority, and who has the authority to do what. This activity will focus a lot on civic ideals and practices, and will teach them their basic rights and protections.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I will check to make sure that the students are on track by using 1:1 conferences to make sure that all students understand and feel that their group is doing well.

**Section II – timely feedback for products (self, peer, teacher)**

Each student will get a checklist so that they can make sure that their group has all of the needed parts of the iMovie. The students will also make comments on their checklist on how well they think their group did on each part and who worked on each part. I will grade their iMovies on a rubric. Their peers will evaluate the iMovies with a rated checklist.

**Summative (Assessment of Learning):** The students will be making an iMovie that displays how one could protect themselves in certain situations. This iMovie will require not only research but also a good amount of work in planning a script and filming the iMovie. It will be graded on audio/visual clarity, but mostly on content.

**Integration**

**Technology: There is a lot of technology involved in this project. Students will most likely use a Google doc or a word processor to make their scripts. They will also need to record their iMovies, and then edit it using video editing software. Then, to present it to the class, they will use a projector. There will be a lot of type 2 technology use during the editing and filming of the movie.**

**Content Areas: English.**

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use a flow chart to go through a certain situation and how they would react within that situation.

**Section II – Groups and Roles for Product**

They will go over this within their table groups. After it is all done they will do a three minute review with the class, and they will give feedback to each other or talk about how they would react within that situation.

**Differentiated Instruction**

**MI Strategies**

**Verbal:** Students will make a script for their iMovie presentation that will involve lots of creative writing and reporting.  
**Visual:** A scored portion of the iMovie presentation will be how creative the PSA is. Students can be creative with the video or the sound.  
**Kinesthetic:** This is an open ended project, the students can make their PSA iMovie however they would wish. They can incorporate exercise or dancing if they would like!  
**Musical:** A scored portion of the iMovie presentation will be how creative the PSA is. Students can be creative with the video or the sound. They can also include music that is relevant if they would like.  
**Interpersonal:** The iMovie will be done in groups, each of the students will select a role (camera man, anchorman, editor, etc.). Creating this movie will require a lot of teamwork.  
**Naturalist:** This is an open ended project, the students can make their PSA iMovie however they would wish. They can incorporate nature if they would like!

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Students who are absent will be given class notes from Google docs to go over; will have a conference with the teacher to make sure that they fully understand the notes and to elaborate on the notes. I will talk to the student to set a new deadline for the brochure, and make sure that they understand what is required of them.

**Extensions**

**Type II technology:** The research, filming, and video editing portion of this activity is very type II and will encourage students to be interactive and dig deep with the information.

: <http://www.legalzoom.com/us-law/more-us-law/know-rights-searched-warrant>

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners*

**Gifted Students:** All students will be able to go further if they wish and make this movie as creative or deep in information as they want.

**Materials, Resources and Technology**

Computers

Paper

Pencils

Pens

Markers

Projector

**Source for Lesson Plan and Research**

Miranda Warnings: <http://criminal.lawyers.com/Criminal-Law-Basics/Pleading-the-Fifth-and-Miranda-Warnings.html>

Warrants

*are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Classroom Arrangement: Small groups of 4 all facing each other.**

1 Students will understand that rights are very important and why, as well as how they are protected. These rights can save them from legal trouble in the future as well as protect them from other citizens. Students draw on concepts from civics and government to understand political systems, power, authority, governance, civil ideals and practices, and the role of citizens in the community. I will start of class by dressing up as a cop and interrogating them about their rights.

**Why, Where, What, Hook, Tailors: Verbal, Visual, Interpersonal.**

 Students will know: rights, protections, Miranda Warning, Warrants, Judge, Search and Seizure. (see content notes). Students will be given a flow chart that way the students can chart out and how they would react in certain situations using their rights. I will give them the situation to map out. The students will work on their flow charts with help from their group, then they will present it to the class for discussion. I am going it to use 1 minute conferences to make sure that the students understand what is expected from them in their project and that their group work is going well.

**Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Interpersonal, Intrapersonal.**

Students will be able to use their rights to protect themselves by simulating situations within their iMovie. They will research their situation(s) and their options for reaction deeply and thoroughly. Students will have the option to specialize their iMovie, giving room to grow for those who wish to push further, with creativity. This project will be graded mostly on content, but also on audio/visual clarity and creativity. Students will work on their iMovie with a group, and will present it to the class. I am going to use one minute conferences to make sure that the students understand their assignment and that their group is working well together. I will have students use a checklist to make sure they have everything needed for their iMovie and they will write comments on how well they think they did on each part as well as who worked on what, that way I can see that they all worked together.

**Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Musical, Visual, Kinesthetic, Interpersonal, Intrapersonal.**

Feedback will be done by the student as well as by the teacher. The students will use a checklist to make sure they have included everything and will also make comments on how they think they did. The teacher will grade with a rubric. This project will be graded on creativity, content, grammar & syntax.

**Evaluated, Tailors:** **Verbal, Intrapersonal.**

**Content Notes**

Miranda Warnings

 You have the right to remain silent

* Plead the Fifth/Right to remain silent – At any time when you could be saying something incriminating about yourself, you have the right to say nothing at all. This is good to remember if you ever get arrested or called in for questioning.

 Anything you say can and will be used against you in a court of law

* Basically just a reminder not to say anything!

 You have the right to have an attorney present during questioning

* If you have a lawyer or would like to hire a lawyer, you have the right to do so before questioning. If cops come in and try to question you, do not say anything until a lawyer is present.

 If you can't afford an attorney, one will be appointed for you

* If you don’t have the money to hire a lawyer, the court will provide you a lawyer. So again, don’t say anything until your lawyer arrives!
* Cops do not have to read you your Miranda Warning unless you are going to be questioned. So they may arrest you without the intent of questioning, and will not read you your rights. They may also wait until after you have been arrested to read you your rights. Miranda Warnings only have to be said before questioning.

Warrants

* A cop cannot search through your home, car, or any other possession unless they have a warrant or probable cause.
* Without a warrant, a cop cannot just knock on your door and bust in randomly. The fourth amendment assures that this cannot legally happen.
* *“The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”*
* A warrant is a permission, signed by a judge, that allows law enforcement to search a place or an object at a certain time and a certain place. This ensures that cops wont just rummage through your home at random times repeatedly.

A warrant is not needed when:

* A person consents to having their property searched
* If it is clearly visible to others – for instance, if a cop can see that illegal activity is happening within your home from outside of your home, they can search your home.
* If you are being arrested, cops can search for incriminating material, weapons, accomplices, etc., within your car, home, or clothes.
* If a cop feels that the amount of time it would take to get a warrant would jeopardize safety or risk loosing evidence, they can perform one without a warrant.

**Handouts**

Rubrics

Rated Checklists

Self Checklist

Flow Chart

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** This activity has been very structured so that clipboard learners will not get lost or overwhelmed. The checklist and the rubrics will help them stay on task.

***Microscope:*** Microscope learners will love researching and finding the answers to their questions. They will probably feel good about going further and pushing the boundaries on this project, since I have left it open to creativity.

***Puppy:*** Puppys will feel a lot more comfortable once their one minute conferences with me have occurred. They will also appreciate the checklists and the comments, because it will encourage self-reflection.

***Beach Ball:*** Beach balls will love that I have opened this project up to all forms of creativity, as they love options and personal freedom. They will also love acting out in the movies.

***Rationale:*** This project has many options for the various types of learners, and all will feel comfortable within this project.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** Students will have a 1:1 conference with me to discuss their knowledge of the information, as well as how their project is going and if the group is working well together.

***Summative:*** The iMovies will be graded on content, creativity, and audio-visual clarity. This will be judged on a rubric by the teacher.

***Rationale:*** There is both a formative and a summative assessment within this lesson that will judge mastery and understanding of the information.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:*** rights, protections, Miranda Warning, Warrants, Judge, Search and Seizure.

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Performance Indicators: a, b, c.

***Facet:*** Application.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

***Type II Technology:*** The research, filming, and video editing portion of this activity is very type II and will encourage students to be interactive and dig deep with the information.

***Rationale:*** This lesson appeals to almost all of the Multiple Intelligences and incorporates a lot of Type II technology, ensuring that students will gain valuable knowledge within this lesson.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** This lesson encourages lots of creativity and innovative thinking by allowing the students to go about their iMovie as they wish, as long as it is appropriate and meets the requirements, which I will check while going around the room during class periods. This lesson will teach students valuable knowledge about their rights and how to protect themselves by using them. Students will reflect on themselves with their checklists on their work as well as their knowledge of the information and the work of their fellow group mates.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** This project is rich with technology, and students will be using computers for the majority of this lesson. Students will be encouraged to use creativity with their iMovies, and can include music if they wish. There are many options for all of the different types of learners, as it is all up to them to come up with how to present the information!